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In 1968 a five-week cooperative project, which exposed 38 student teaching candidates to the inner-city, was designed and implemented by Miami University and the Cleveland public school system. Observation-participation activities were planned for each student in one of 13 schools, in which he observed a wide variety of school personnel, served as an aide to at least one teacher (responsibilities ranged from tutoring to teaching), and participated in the community (through visits to homes and community centers). The students voiced their impressions at a daily seminar and were also required to keep a written record of their reactions and indicate changes in themselves. Students indicated that the program increased or provoked an awareness of poverty conditions; parental concern, student motivation, and excellence; and the vastness and complexity of inner-city problems. Participants also acquired a more realistic view of teaching in the inner city, identified with Negroes, and grew in self-confidence and introspection. A followup study of participants is being planned, and research is being designed to include objective analysis. (LP)

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The Cleveland-Miami Inner-City Project

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Miami University'
1968

The Bureau of Educational Field Services
School of Education
Miami University
Oxford, Ohio

December 1968

SP002684

this program is conducted
in memory of

Dr. Martin Luther King, Jr.
1929 - 1968

ACKNOWLEDGEMENTS

Miami University and the Cleveland Public School System agreed to pursue a project to train a group of Miami University students for teaching in inner-city schools. The initial proposal for the project came from Dr. Charles M. Klein and Dr. Eugene H. Jabker of Miami University. Early in the fall of 1967 the author was contracted to develop and direct the project. Mr. George Khoury of the Personnel Department of the Cleveland Public Schools was asked to serve as the Cleveland Coordinator. The program was conducted in Cleveland from April 28, 1968 to May 30, 1968. The project was financed by Miami University, the Cleveland Public School System, and the Bureau of Educational Field Services of Miami University.

President Phillip R. Shriver of Miami University and Superintendent Paul W. Briggs of the Cleveland Public Schools deserve a word of thanks for their cooperation and encouragement of the project. Without their interest in bringing quality education to the inner-city schools, the Cleveland-Miami Inner-City Project would never have been conducted. Dr. C. Neale Bogner, Dean of the School of Education, Miami University and Mr. Darian Smith, Assistant Superintendent of the Cleveland Public Schools, were of constant encouragement. Their willingness to support and to become personally involved in the project was of prime importance to its success.

Dr. Charles Klein of Miami, Miss Agnes Lee and Mr. Ronald Handy of Cleveland are thanked for their helpful suggestions while the program was being developed and executed. A special word of appreciation goes to Mr. George Khoury of Cleveland who spent many hours assisting the director in the preparation of the project and who ably fulfilled many of the responsibilities of the program.

The principals and teachers of thirteen Cleveland Schools as well as the special speakers who so willingly participated in the project are also acknowledged with appreciation.

Part I

The Experience

Teacher training institutions are becoming increasingly aware of the urgency for preparing teachers to handle effectively teaching assignments in large urban school systems. The President of Miami University, Dr. Phillip R. Shriver, in his 1967 State of the University Address, urged all of Miami's faculty to put forth every effort possible to aid the nation in seeking solutions to the problems of its cities. This project is a step in that direction.

The Cleveland-Miami Inner-City Project was inaugurated as an action program, providing intensive training for Miami University students that they might gain a realistic understanding of the life and education of inner-city children and that some of the participants might choose to become teachers in urban schools. The program brought together a large urban educational system of Ohio and a major institution of higher education in a cooperative effort to deal with the unique educational problems of teaching in the inner-city.

The Cleveland-Miami Inner-City Project was a cooperative effort between Miami University and the Public School System of Cleveland, Ohio. The objective of the project was to offer interested Miami University students an opportunity to gain direct and intensive exposure to the life and education of inner-city children in order to develop a more realistic understanding of the teaching situation in the inner-city and perhaps choose to become teachers in inner-city schools.

The project was a school and community observation-participation program. Each project participant was to observe as many public school personnel as possible in five weeks, was to serve as a teacher aide to at least one teacher, and was to be involved in the activities of the inner-city community.

In addition to the observation-participation activities, a daily seminar session was conducted at which the project participants shared and discussed their experiences. The role that the project director played at the session was one of asking questions that could lead to a deepening of the participants' understanding. Guest speakers representing different segments of inner-city life and education were invited to join the group at the seminar sessions.

All of the participants were housed in a Cleveland hotel during the entire period of the program. Each Miami student paid for his own room, board, tuition, and transportation. Besides obtaining six hours of university undergraduate credit, the participant was paid for his services as a teacher aide.

Ten Major Experiences

The purpose of this action project was to acquaint the participants with as many facets of inner-city life as possible. In an attempt to meet this purpose, events and activities were selected as a part of the program, which would lead the student to be involved in ten major experiences. The director felt that if the ten major experiences could become a reality, the Miami student would have been directly and intensively exposed to the way of life and the education process of inner-city children. The responsibility of the director and of the Cleveland coordinator during the program was to assure that each of the participants had been confronted with sufficient activities and events to guarantee them the opportunity of acquiring the desired experiences. An attempt was made to identify and to include in the program only those observation-participation activities that would lead to one or more of the ten major experiences. Realizing that no one event would offer every participant the same experience, many activities and events were planned that would provide the student with the possibility of gaining a particular experience.

It should be noted that the participants were never informed of the ten major experiences.

The ten major experiences of the program were as follows:

1. Meeting a style of life or a value structure that is possibly different than that of the project participants'.
2. Observing the inner-city student in a variety of school activities.
3. Helping a student with problems, that is, with emotional, societal, academic, economic, classroom, or inter-personal problems.
4. Bridging the gap between professional research on inner-city teaching and the actual, daily activities of the school.
5. Identifying the problems of teaching in the inner-city and of assessing possible solutions.

6. Locating, in a large city, the potential resources for assisting the teacher with the challenges of teaching.
7. Teaching an inner-city child or a small group of children.
8. Identifying and assessing societal forces on urban education.
9. Evaluating the functions of a large city school system.
10. Decision-making concerning a child's educational and personal future.

The Routine

The initiation of a project of this magnitude requires a certain amount of participant orientation. The first two days of the project were spent becoming acquainted with the Cleveland Public Schools. During this time the participants toured the city, visited some of the bureaus and schools of the system, talked to several administrative personnel, and heard an address by the superintendent of schools.

On the third day, the participants reported to the schools in which they were to serve as teacher aides. From that time to the end of the program, the Miami students were in the schools each day. On Monday, Wednesday, and Friday they were at the schools from 8:00 a.m. to 4:00 p.m. and on Tuesday and Thursday, from 8:00 a.m. to 2:30 p.m.. Seminar sessions were held in the evening on Monday, Wednesday and Friday and in the late afternoon and evenings on Tuesday and Thursday.

Every activity that the student participated in was designed in an effort to observe and to aid in the "real thing" thereby, giving the student an opportunity to gain directly the major experiences as enumerated above.

It is impossible to record all of the various observation-participation approaches used to expose the participants to the teaching situation in the inner-city, since variations between schools existed. Commonality among certain approaches, however, did exist. All of the participants observed, visited, and assisted the principal and the assistant principal. Likewise, they talked with school psychologists, counselors, school nurses, attendance workers, and other visiting staff members. They observed a variety of classes before undertaking the assignment as a teacher aide in a specific class. The participants were instructed in observation

techniques and were asked to pay particular attention to pupil behavior, classroom organization, and teaching methods.

Once assigned to one teacher, the participant assisted the teacher with all activities that took place in her class. This included working with pupils that were behind in their school work or were having difficulty. In most of the assignments, the Miami students prepared lesson plans and actually taught a small group of pupils and in some cases taught the entire class under the supervision of the regular teacher. The participants aided the teacher with extra classroom tasks, such as playground and lunchroom duty. The participants attended faculty meetings, student government sessions, school activities, and P. T. A. meetings. They assisted in the preparation of classroom materials, teaching aides, and helped the teacher with record keeping.

In addition to the initial tours, the seminar sessions, and the activities during school hours, community activities were planned that would assist the participants in gaining one or more of the major experiences of the program. On the first Saturday of the program, a visitation was made to the Cleveland Detention Home. Officials from the home and from juvenile court were on hand to talk to the group. Two other activities involved home visitations. The Miami students observed one day at the pupil attendance centers and accompanied the attendance workers when they visited the homes. One Saturday afternoon was devoted to work at League Park Center. The center is a community service agency in the heart of Hough, which is predominantly a black residential area of Cleveland. The participants solicited workers for the League summer programs by going door-to-door and talking to the residents of Hough.

The reader should have, by now, some idea of the breath of involvement enjoyed by the participants in this project. It was the director's intention to confront the participants with activities that would lead them to experience directly all facets of education and life in the inner-city that are real and that could play a significant part in the teaching situation in the inner-city.

Part II

The Participants

The Cleveland-Miami Inner-City Project was designed as a five week observation-participation program for pre-student teacher candidates from Miami University. Forty students were selected from sixty-five applicants. The principal criterion for selection was the student's interest in participating in the program. Since two students dropped from the program within the week prior to its start, thirty-eight students started and completed the program. This part of the report is devoted to identifying general characteristics of the thirty-eight participants.

The mean age of the group was twenty years one month. The age ranged from nineteen years three months to twenty-one years seven months. The group consisted of five males and thirty-three females. At the end of the 1968 winter trimester, twenty-three of the participants were seniors and fifteen were juniors. None of the participants had done any student teaching. Their accumulated grade point average ranged from 1.96 to 3.70 with a mean of 2.68.

The desired grade level and teaching field for which the participants were being prepared is indicated in Table 1.

Table 1

GRADE LEVEL AND FIELD OF TEACHING DESIRED

Grade Level and Field	Number of Students
Lower Elementary	17
Upper Elementary	6
Secondary	
Biology	1
English	3
Government	1
History	1
Mathematics	3
Social Studies	4
Spanish	2
TOTAL	38

Out of the twenty-three students being prepared to teach in the elementary school, seventeen desired to teach in the lower grades while six indicated that teaching in the upper elementary grades was their preference. Fifteen of the participants were being prepared for secondary school teaching assignments. The areas of specialization represented by the group are shown in Table 1. The participants were assigned as teacher aides in the grade level and area of teaching corresponding to their educational goals.

The thirty-eight participants of this project represented several states and both rural and urban communities. Table 2 indicates the state of residence and the population characteristics of that residence. Thirty-three of the participants had permanent residence in the State of Ohio while the remaining five claimed residence in the states of New Jersey, West Virginia, Indiana and Florida. Two of the students represented rural America and ten students resided in cities with population in excess of 250,000. Twenty-one of the thirty-eight participants resided in areas with population in excess of 25,000 while the remaining seventeen came from communities of less than 25,000 population.

Table 2

PERMANENT RESIDENCE BY SIZE AND LOCATION

Location and Size of Residence Area		Number of Students
State		
Ohio		33
New Jersey		2
West Virginia		1
Indiana		1
Florida		1
	TOTAL	38
Size of Residence Area		
Rural		2
under 1,000		1
1,000 to 10,000		6
10,000 to 25,000		8
25,000 to 50,000		4
50,000 to 100,000		6
100,000 to 250,000		1
over 250,000		10
	TOTAL	38

The socio-economic level of the student participants is given in Table 3. The data in this table reveal the number and percent of participants falling into five socio-economic categories. Eighty-nine percent of the subjects were from the socio-economic level traditionally identified as middle class. None of the participants were from the lower class with the exception of three who were identified as upper-lower class. One of the participants was classed as upper level.

Table 3

SOCIO-ECONOMIC LEVEL OF PARTICIPANTS BY NUMBER AND PERCENT

Level	Number of Students	Percent
Upper class	1	3
Upper-middle class	19	50
Lower-middle class	15	39
Upper-lower class	3	8
Lower-lower class	0	0
TOTAL	38	100

All thirty-eight of the participants prior to the project had some awareness of the problems of urban education. Many of them actually had some work experience with the socially and economically disadvantaged. This work experience was limited to summer involvement. Table 4 indicates the types of activities and the number of summers spent in work experience by the participants.

Table 4

ACTIVITIES INVOLVED WITH THE SOCIALLY OR ECONOMICALLY DISADVANTAGED ACCORDING TO THE NUMBER OF SUMMERS OF INVOLVEMENT

Area of Activity	Number of summer with the activity			
	1	2	3	4
Recreation	5	3	2	
Head Start	3	2	2	
Camp Counselor	1	1		
Tutor	4	1		1
Teacher Aide	2			1
Social Work	1	1		
TOTAL	16	8	4	2

The data show that thirty of the thirty-eight students had worked at least one summer with the socially and economically disadvantaged. The areas of activities in which the students had participated were: recreation, head start programs, camp counseling, tutoring, teacher aide work, and some form of social agency work.

Part III

The Outcome

The participants in the Cleveland-Miami Inner-City Project were confronted with an array of activities. All of the activities were selected with the goal of leading the participants to a number of experiences. The experiences are enumerated in part one of this report. One way to gain an experience is by participating in the activities to which the student is to react rather than allowed to be a passive observer. Therefore, the reactions of the participants were constantly sought.

Each participant was required to maintain a log consisting of the events of the day that impressed him, plus his reactions to the events. At the end of the project, the participants were asked to respond sometime during the summer to the question: What are the most significant changes that you feel occurred in you as a result of the Cleveland-Miami Inner-City Project? The participants' written responses to this question, their reactions as recorded in the log and frequently discussed at the seminar sessions were used to determine the outcome of the program.

Without informing the participants, the director was interested in determining the participants' feelings during the project and at its completion. No statistical analysis of the reactions was intended. This part of the report is devoted to identifying the major awarenesses that occurred in the participants. These awarenesses will be identified and followed by direct quotes from the students' logs and from their written responses to the question given above. Each quote will represent a different participant and is given as representative of the participants' feelings.

Vastness of the Problems

It could probably be said without error that the thirty-eight participants in the Cleveland-Miami Inner-City Project had prior knowledge of some of the problems of inner-city life and education. Through mass media, their own reading, and discussions most of the Miami students had gained some familiarity with the problems of urban education. Some of the participants, as revealed in Part Two of this report, received their elementary and secondary education in large city schools, while others had work experience in inner-city areas.

The development that occurred in the thirty-eight students as a result of the program was an awareness of the vastness and complexity of the problems of life and education in the inner-city. The thirty-eight students experienced directly the problems of inner-city life and they evidenced an awareness of the dimensions of the problems that they had not considered prior to the program.

The activities planned to lead the participants to experience the problems of teaching and of identifying the societal forces of urban education were apparently successful. The Miami students discussed political and institutional structure and its effects on life and education in the inner-city. The project participants viewed all white businesses in predominately Negro areas and reacted to apparent white exploitation of black poverty people. The students talked about police relations, sanitation procedure, welfare problems, unemployment, hospital care difficulties and the myriad of problems peculiar to such inner city communities.

> I saw (during the program) the problems of the inner-city first hand and now they mean something to me. Before I had thought they were important, but they didn't seem that immediate to my life.
>
> It amazed me how vast the problems of the inner-city are.
>
> The high rate of unemployment especially in Hough was evident from the several groups of apparently idle young men.
>
> Now I see what the inner-city needs and wants. I think I can judge better the political issues and the plans that officials come up with.
>
> Never before have I given a hoot about politics. In Cleveland, I saw the effect that a man and his ideas can have on the morale of a city. I have definitely developed a political conscience - from national events down to the local.
>
> I never dreamt that as a teacher I would be talking about unions, and trying to find ways to help Negroes with job problems.
>
> I feel a frustration as to what should be done and isn't.
>
> The more I see and hear and learn the more complicated the problems become.

Poverty

All of the participants in this program walked down the streets of Cleveland's poverty sections. They went into the homes and talked with people living in poverty conditions. From part two of this report it will be recalled that three out of the thirty-eight project participants came from a lower socio-economic level. This program introduced the rest to poverty. The Miami students met a style of life different from their own and observed the school child in his normal, daily environment. The project participants saw the much publicized ramshackled, crowded homes with broken down, dark walls; they observed the scattered garbage, trash and abandoned autos; they saw people trying to grow grass and keep their homes clean; they heard people talk about the difficulties of moving; they listened to people talk who live daily in poverty conditions.

> The program enabled me to get a much improved concept of the ghetto with its people and problems and most important a closer view of how these people view life and its differing value systems.

> It was a very enjoyable day and I came back having more respect for the community and the Negro people as a whole. Many homes were well kept, many with lawns well trimmed and flowers. Some, of course, were different. I saw quite a bit of broken glass and often children were playing with it. I also saw some places where boards were broken out under porches and there was garbage and trash under there. I could easily see why rats were so prevalent in such places.

> I used to believe that if people really wanted to get ahead they could. Now I see just why it is so hard for these people to get out of the rut they are in and why many of these children have no ambition to succeed.

> As a result of the house to house solicitation for League Park, my attitude toward the slum and its inhabitants changed. The people seemed so friendly and accepted us so readily that my fears were soon gone. It seems that I had built up a preconceived notion of all slum dwellers being hungry, out of work, and unhappy. Although there were many cases of this, many people seemed to live fairly normal lives.

> The rest of the day was spent touring Cleveland. The contrast between living conditions of the inner-city people and the more suburban areas and the contrast between a broken down slum house and the art center a few blocks away was astounding. It's what I expected, but seeing it 'in the flesh' brought it to life.

> Having taught in a Puerto Rican school, I soon realized that the inner-city is not strictly the Negro ghetto. This is only one facet of the problem of our nations urban poverty. The term ghetto can refer to many races and nationalities not only to the American Negro as is so often the connotation.

The Student and His Parents

At the seminar sessions early in the program, it was evident that most of the participants had some notions about the interests that the inner-city inhabitants and their children had in education. Many thought that the parents of the inner-city Negro child cared very little about education, saw little hope for advancement in American society via education, and thought that the Negro child's school achievement was inferior to his white peers in suburbia. These notions were altered as a result of the experiences of the project. Although the participants experienced student and parent disinterest in learning, they saw parental concern, student motivation for learning, and excellent achievement. The activities of the program leading to an experience of observing and teaching the inner-city child were successful in altering the participants' perception of the inner-city student and his parents.

> I have changed my ideas on the level of the student of inner-city schools. I think I was right out of a mold when I went into the program. I felt that all students in 'slum' schools had had little opportunity to learn and could not hope to compete with middle-class students. I was somewhat surprised to find kids of great ability in math, science and creative writing. I had some dark picture of a school where every single student rebelled against learning and I was, quite frankly, surprised at what I saw.

> These parents often care more than anybody realizes.

> I was surprised at the interest shown by some parents. I guess all outsiders have an idea that all slum parents are drunks and prostitutes and don't even know where their children are, much less care. So it was refreshing to see parents who took a real interest in their children.

> One of the most important things I have become aware of since I started this program is the deprived child's need for love and attention in school.

> The Music Department presented its annual music festival today. I was pleasantly surprised to see what a good job the children did. I was also surprised to see so many kids participating in the various groups and the enthusiasm everyone had.

The Teacher and the System

Two of the experiences of the Cleveland-Miami Inner-City Project were to have been the experiences of evaluating the functions of a large city school system and the experience of teaching. It was hoped that the participants would gain the knowledge of who does what in a big urban school system as well as to feel what it is like to teach. Prior to coming to Cleveland, the participants acknowledged that their conception of inner-city schools and teaching was influenced much by motion pictures like Black Board Jungle, Up the Down Staircase, and To Sir With Love.

The Miami students viewed the functions of a large urban school and lived for five weeks as close to the "real thing" as possible. Although the Miami students saw children sent to the office for swinging at a teacher, they learned that the threats of knifing and rapes were not daily occurrences; the project participants felt the satisfaction of classroom success and the disheartening feelings of disinterest and failure; they lived with the pressures of the curriculum and with the maze of paper work and report writing required of all teachers; the participants saw methods of teaching that "worked" and that "failed".

> I learned that teachers can be wrong and that experienced teachers do not always give the best advice. I'm afraid that as a new teacher, I might have listened to them more than I should.

> I really can say that the finer teaching points I gained from this experience were those of how not to teach. By this I don't mean that everything I saw was bad, but this is what made the experience so different and so profitable. The books and Miami's theory classes always tell you how to teach and the best way to do this and that. We never get a chance to see why the other ways don't work.

I also talked with one of the problem children in school today. I asked her how exactly can I become a better teacher. She answered very spontaneously that I will have no problem because she thinks that I like the students and try to understand them. This sixth grader added that most teachers think that a swat on the head or behind is the answer to all behavioral problems. However, she says that many times she and other students come to school mad because of some home situations which were upsetting such as domestic arguments and fights, child beatings, and lack of love. These students rebel against the school and its administration and then are stereotyped as the school's problem children.

I feel like I now have a better over-all understanding of a school's different operations. That includes the jobs from principal to custodian and the PTA, teacher's unions, etc.

I learned not to be so naive and accepting of school policies and methods and of the various programs which were supposed to help in the inner-city. I learned to look at things very realistically and come to my own conclusions without blindly accepting someone else's view.

I developed a keener awareness of that which is really happening in a school system.

Though I was pleased at the brilliance of some teachers, I was aghast at the real ignorance of others.... It's no wonder a lot of those kids can't compete in college, etc. ... they've never even had the chance to learn because of incompetent teachers. I never realized this problem even existed.

Most of the time it seems that teachers who are having problems with the kids treat them almost with contempt.

Today as I was walking about the room during the children's recess time, one of the boys told me that I would never make a good teacher because I was too gentle. He said, 'You have to have a short temper and a fast hand.'

I understand how some teachers get so frustrated that they give up on the kids. I hope I never give up. There's always something new to try. I don't blame the kids for not getting it. It's the teacher who is inadequate, not the kids who are dumb.

Teaching is sometimes wonderfully refreshing and sometimes disgustingly repulsive.

Commitment to Inner-City Teaching

One of the results of the Cleveland-Miami Inner-City Project seems to have been the development of a deeper sense of commitment to teaching in the inner-city. The thirty-eight participants went into the program with varying amounts of conviction to become inner-city school teachers. As a matter of fact, some of the Miami students were unsure that they even wanted to become teachers. The experiences of the program helped the students to gain a teaching commitment. After completion of the program thirty of the thirty-eight Miami students indicated that they desired to become inner-city school teachers.

> I have already taken steps to change my student teaching assignment from .... to a downtown .... school. I have also been accepted for summer employment as a summer school tutor in the same inner-city school I was in during May .... Looking past graduation next April, I am considering joining the Teachers Corps.... I probably would not have ever considered any of these teaching opportunities if I had not participated in the pre-student teaching program, so I can honestly feel that this program has had a direct effect on revising or redirecting my future.

> Up to this time, I didn't know what I wanted to do with my life and time was running short ... one always hears youth of today crying 'get involved - be dedicated'. Now I know what they are screaming and why.

> As a direct result of my participation in this program, I have made a personal commitment to the idea that education has an obligation to reduce and ultimately remove the handicaps of poverty and poor race relations in our schools.

> I feel a definite desire to do something to help people as can be found in the inner-city, while before I only thought about it.

> I decided I do want to teach in the inner-city. Without this program I don't think I would have entered inner-city teaching.

> I have decided I definitely want to get my first job teaching in the inner-city. Before this program, I would have been too scared because of how everyone always tells you how terrible the inner-city is.

> I found that since I've returned from Cleveland, I've become rather outspoken on the topic of inner-city teaching.

Self Confidence

Besides gaining a commitment toward teaching in the inner-city, almost all of the project participants indicated that they felt a growth in self-confidence. Most of them expressed anxiousness over their ability as teachers and were worried about student teaching. The Miami students felt that the program helped them to overcome some of their fears and led to a greater personal maturity. A few quotes should suffice to demonstrate the feelings of the majority of the project participants.

> Most important to me was the combination of my losing my fear of inner-city schools and gaining confidence in myself. I had thought about teaching in the inner-city but I was afraid and didn't think I was capable. Most of my fear came from misconceptions I had due to mass media, friends, and parents.

> The experience in Cleveland gave me a new feeling of maturity and self-confidence and a significant feeling of having really found a sense of direction.

> I am more self confident. I was really skeptical about student teaching because I'm so shy, but I'm not so worried about it now.

Identity with Negroes

Another outcome of the Cleveland experience could best be described as the gaining of an identity with Negroes. Most of the participants in the project talked and worked with Negroes. For many of the Miami students the project afforded them the first opportunity to become involved with the black community. The experiences of the project seemed to have resulted in an identity with black people and a change of perception toward the white community. For many of the participants the outcome of identity with black people was expressed in their sudden awareness that Negroes aren't like the common stereotypes. Other participants expressed identity with black people by their new stance toward white expressions of black people. Many of the participants tried to think black and began to observe

how white American society thinks. In one sense, some of the Miami students began to perceive how it must be to be a minority group member.

> This was my first real contact with Negroes. At first all the Negroes looked alike to me and I had a hard time understanding them when they talked. This changed very fast .... I became friendly with Negro teachers and students and found out that after all they are people who have the same personal needs and desires as anyone else.
>
> I literally explode whenever I hear an adverse remark being made against a Negro regardless of what the charge is. I can't recall ever hearing a remark directed against a Negro that wasn't directed against the whole Negro race ... I haven't been getting along too well with people this summer. Everyone's sort of wondering what happened to good old amiable _____. She's changed. They're not quite satisfied with me, but I am.
>
> The first day at _____ school I worked with Negro children. At the end of the program I worked with children. I just didn't close my eyes to the fact that they were black but it didn't really matter to me anymore.
>
> Sometimes I've felt that the adult white generation needs more education than the Negro youth.
>
> Education is so much more than the facts that smartie suburban kids learn and throw around. Inner-city kids are so human.
>
> We had no trouble getting hostesses at all. Before I went I would have felt scared to walk there, but now I wouldn't at all. I bet if Negroes solicited in a white neighborhood, they wouldn't get the good reception we did.
>
> We took a fifth grade class (Negro) to see the opera in the morning. We arrived early and took our place calmly in the first balcony. We were soon completely surrounded by children from Negro schools and the second balcony also filled up with Negro children. Shortly before the opera started the main floor filled, except for the last two rows, with entirely white, rowdy, obnoxious children. I was thoroughly disgusted.
>
> I have a fuller understanding of the Negro race and my feelings are now much stronger for their cause.

I finally became involved with a problem facing our country. I was no longer an isolated bystander living in a small area.

I have become acquainted with a whole new style of life, one whose value system and 'roles' are quite different from those I was more familiar with. Yet this style of life is a very real and a very vital part of our society. I feel now that we desperately need to at least understand this style of life if we are to capitalize on and build upon just what its people have to offer themselves and our whole conglomerated society.

I've come to be more grateful for what I have in the way of parents, opportunities, and friends. Then I think what could be done to give a more equal chance to these inner-city people.

I am now involved with the inner-city problem whether I am in the classroom or reading about an inner-city problem in the newspaper --- and I desire to be involved.

Introspection

The final outcome of the Cleveland-Miami Inner-City Project is not as easy to identify and classify as the other outcomes. The structure of the program, which called for the participants' reactions to events and activities, forced some of the participants into an introspection concerning their own feelings. Personal struggles were evident as the participants developed greater and greater awareness of their feelings about discipline, black children, prejudice, wealth and poverty, commiment, etc. The results of the personal struggles were personal uneasiness, possibly guilt, and a sense of having discovered more questions than answers. Some of the "pat answers" previously learned were observed by the project participants to be untrue or not really relevant. Furthermore, the participants gained a greater awareness of their own prejudice, resulting in a desire to search for more understanding of themselves and of black people.

The many momentous situations which confronted me forced me to do some critical thinking and to supply answers marked with maturity and integrity.

There's one question that's been bothering me all summer, but I don't know how to phrase it. Almost all of us were working with Negro children and yet almost everyone seemed afraid of Negroes. I can't coordinate these two things.

I became aware that prejudice isn't just the result of ignorance. Before the program, I had sensed or felt that many people I knew were prejudice even though they professed differently. Gradually, by talking and listening to many teachers, it became apparent to me that the most destructive type of prejudice toward a student was that which was subtle and undiscerned by the individual teacher. Fortunately, I was able to recognize that this type of prejudice was in me also and that I would have to overcome it as much as I could.

It came as quite a surprise to me when I discovered my first day in the program that I was prejudiced.

I was raised in a very social atmosphere where it was important what you wore and who you were seen with. Since Cleveland, I have acquired an entirely new set of friends - those with the same set of ideologies rather than the same social status.

In the school building my attention was drawn to the bulletin boards and news reports. Why I didn't expect to see only Negroes represented, I don't know. It was just a new experience to me to be in a school where my race was outnumbered.

Part IV

Conclusion

The purpose of the Cleveland-Miami Inner-City Project was to provide Miami University education students a direct and intensive exposure to the life and education of inner-city children in order that the Miami students might gain a realistic understanding of the teaching situation in the inner-city and that some of the Miami students might choose to become urban school teachers.

In an attempt to provide systematically the exposure to the life and education of inner-city children, ten major experiences were identified. The ten major experiences are listed in part one of this report. Once the ten experiences were identified, school and community observation-participation events were selected that could possibly assist the Miami students in gaining the desired experiences and, therefore, provide them with the planned exposure to the life and education of inner-city children. Some of the observation-participation events are given in part one of this report.

The primary responsibility of the director and the Cleveland project coordinator was to make sure that each of the Miami students, some time during the program, would be involved in the observation-participation events in order that the student might gain the ten major experiences. Structuring the project activities around the major desired experiences provided the assurance that each Miami student would have, by the end of the project, been confronted with the activities that could fulfill the purpose of the project, namely, to provide direct and intensive exposure to the life and education of inner-city children.

It will be recalled from part one of this report that many activities and events were planned which would provide the Miami participants with the possibilities of gaining a particular experience. The director played the role of asking questions that required the participant's reactions to the observation-participation activities during the project. The participant's reactions were recorded in a daily log and discussed at daily seminar sessions.

The Miami students' reactions as recorded in the log and discussed at the daily seminar sessions, together with their written responses to a single question at the conclusion of the project, served as the means of evaluating the effectiveness of the program. The question asked at the end of the program was: What are the most significant changes that you feel occurred in you as a result of the Cleveland-Miami Inner-City Project? The outcomes of the project are given in section three of this report. It appears from the outcomes, that the project was effective in fulfilling the purpose of the project.

In summation, the following list identifies, in a brief fashion, the outcomes of the project:

1. The thirty-eight project participants became aware of the vastness and complexity of the problems of life and education in the inner-city. They evidenced awarenesses of ghetto life that they had not thought about prior to the program.

2. The Miami students gained a more accurate perception of poverty and showed a gain in their knowledge of a style of life that differed from their own.

3. The project participants altered their notions concerning the inner-city school child and his parents. Although the participants perceived student and parental disinterest in school plus low academic achievement, the participants also evidenced an awareness of parental concern, student motivation for learning, and excellent academic achievement.

4. The thirty-eight project participants evidenced at the end of the program that they had learned quite realistically the teaching situation in the inner-city and had become aware of the functions of a large city school system.

5. The program led to a deeper sense of commitment to teaching in the inner-city. After the completion of the program, thirty out of the thirty-eight project participants indicated that they desired to become inner-city school teachers.

6. Almost all of the thirty-eight Miami students verbalized that the program had aided them in overcoming some of their fears of the inner-city and helped them to gain a feeling of self-confidence concerning their potential ability as school teachers.

7. For many of the participants, the program resulted in an identity with Negroes. Some of the project participants gained a clearer perception of what it must be like to be a black American.

8. The thirty-eight Miami students evidenced throughout the project that they were gaining a greater awareness of their own feelings toward the life and education of inner-city children. The program resulted in much introspection

Since the Cleveland-Miami Inner-City Project was an action program rather than a research project, the dimensions of the program that contributed significantly to the outcomes cannot be identified with objective certainty. It is the observation of the director, reinforced by the reactions of the project participants, that three organizational aspects of the program were most important in contributing to the outcomes of the program.

The author feels that these three aspects of the project were potent enough to have been the major causes for the outcomes of the program and, therefore, should become a regular part of the training of teachers for inner-city schools.

First, a major factor contributing to the results of the Cleveland-Miami Inner-City Project was the direct observation-participation aspect of the program which was conducted in a supportive climate and which required the participants' regular reactions. There are qualifying statements attached to the factor of observation-participation which are critical in making that factor a contributing dimension of the program. It is doubtful if students can gain as many experiences of the life and education of inner-city children by conducting an investigation of the inner-city apart from the inner-city. The Cleveland-Miami Inner-City Project was effective because it was conducted in the inner-city. All of the experiences of the project were obtained directly and under real life circumstances. Each of the project participants was involved in working in a variety of real and daily school situations.

Another qualifying statement attached to the factor of observation-participation is that the observation and the participation was conducted in a supportive climate. The Miami students received support in many ways. The students observed and participated in the schools under little or no threat, that is, no one was grading them, almost all of the school personnel welcomed them, and the activities were fulfilled in teams of two or three Miami students per school. Further support was evident by the fact that all of the thirty-eight students, plus the director, were housed in the same hotel in Cleveland. The mutual sharing of ideas and feelings was probably supportive to the project participants. It is doubtful if the direct inner-city school observation-participation activities would have been as great a contributing factor to the outcomes of the project if a supportive climate had not been established.

A final qualifying statement to the factor of observation-participation is that the student was required to react to the things he did and saw. The director believes that an experience is best gained when one actively reacts to the events of the day rather than to become a mere passive observer. The supportive climate, spoken about above, aided the project participants to react freely to the direct school observation-participation activities and it was the free reaction to events that probably assisted the Miami students in gaining the benefits of the project.

A second major factor contributing to the results of the Cleveland-Miami Inner-City Project was the wide variety of school personnel used in the project. The project participants observed and worked with effective and ineffective teachers from a number of different grade levels. The Miami students observed and talked with principals; assistant principals; school psychologists; counselors; nurses; directors of slow learner, enrichment, and federally sponsored programs; central administrative officials; and school staff personnel.

It was evident throughout the project that the participants were being bombarded with a variety of opinions as to the life and education of

inner-city children. In a supportive climate where participant reaction is sought, this bombardment of competing ideas was undoubtedly a beneficial factor in the success of the project. It is highly doubtful if teacher training for inner-city schools can be effectively done by an "expert" lecturing at a group of students. Nor can it be effectively done by allowing prospective teachers to receive direct, on-the-spot training by only one or two supervisory personnel. The success of the Cleveland-Miami Inner-City Project was probably due, in part, to the wide variety of competing ideas gained from the many school personnel used in the program.

The third major factor contributing to the results of the Cleveland-Miami Inner-City Project was the community involvement enjoyed by the project participants. The direct observation-participation activities in the project were not limited to school observations and involvement. The project participants observed and worked in the inner-city community, that is, they visited the homes, talked with parents, listened to agency personnel, attended nonschool community programs, and talked to city government officials. Such community observation-participation experiences probably contributed significantly to the project participants' gaining of the knowledge about the life of inner-city children. It is doubtful that school involvement with children would have been sufficient enough for the Miami students to have gained an understanding of the life circumstances of the school children. The training of teachers for inner-city teaching assignments would probably be more effective if the prospective teacher were exposed to the life of her pupils by direct community involvement. The outcomes of the Cleveland-Miami Inner-City Project were probably gained in part by direct community observation and participation.

The reader will recall that the identification of the factors that contributed, to a large degree, to the outcomes of the Cleveland-Miami Inner-City Project was done by observation and not by objective methods of investigation. Since the project

was an action program, it was not subjected to a rigorous scientific pattern. Having established a cooperative relationship with a large urban school system and having established at Miami University an interest in inner-city education, the next step in the Cleveland-Miami Inner-City Project is to conduct objective inquiry.

Research needs to be conducted in order to answer two questions: One, what aspects of the project contributed significantly to which outcomes? Two, which outcomes of the project are most beneficial in the making of an effective inner-city school teacher. The author is now creating research designs in an attempt to seek answers to these challenging questions. Another Cleveland-Miami Inner-City Project is being planned for the 1968-69 school year, during which research will be conducted. However, final assessment of the effectiveness of the Cleveland-Miami Inner-City Project in the training of inner-city teachers cannot be made until the Miami students who are trained in the program become full-time inner-city school teachers. Follow-up studies on each of the project participants are necessary and are being planned.